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ENG 3001-003-006: Advanced Composition

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English 3001: Advanced Composition

Professor: Dr. Donna Binns

Office: 3851 Coleman Hall

Office Hours: MW 9:00 a.m. to 9:50 a.m.; MW 1:00 p.m. to 1:50 p.m.

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Course Description: Advanced Composition 3001 centers on advanced applications of the principles of expository writing. This course offers opportunities to explore a variety of research sources and genres of writing. Attention will be given to analyzing writing situations, including the purpose for writing, assumed audiences, and appropriate styles and tones. This course also offers opportunities to practice drafting, evaluating, and revising written texts. Active participation in class activities, including group work, is required. Students will share writing and give/receive feedback with classmates to gain experience in reading carefully and critically, both their writing and the writing of others.

Course Objectives

- Become more familiar with issues in your major field.
- Explore and consider a variety of perspectives on a topic in your field.
Establish and defend an argument
- Develop an awareness of genre and audience. Write for a predetermined audience in your major area or in an area of particular interest to you.
- Compose papers that reflect a writing process that includes formulating a thesis, planning and drafting, revising for clarity and organization, documenting sources, and polishing.
- Share writing and give/receive feedback with classmates. Read carefully and critically, both your writing and the writing of others. Develop critical reading skills to apply to your own writing.

Required Texts:

Everything's an Argument. 2nd edition.

Scenes of Writing: Strategies for Composing with Genres.

Style manual most preferred in your major area (i.e. MLA, APA, Turabian, Chicago)

Course Format:

Discussion: In-class discussions will focus on writing processes, reading assignments, research processes, response to peer essays, and questions as they arise.

Peer response: Share writing at various stages of the writing process

Drafting: Compose writing assignments in progression toward a publishable professional article.

Response Papers: Written responses to texts, discussion topics, interviews, etc., may be assigned as homework or as in-class writing.

Course Requirements:

Reading: We will discuss reading assignments on the day they are listed on the course calendar. Set aside enough time to read, analyze, think about, and re-read if necessary each assignment. Look up unfamiliar words before coming to class. Prepare yourself to contribute to class and group discussions.

Writing: Students must complete all major writing assignments (listed below under “Course Grade”) to be eligible to pass this course. Frequent in-class and out-of-class writing activities will also be assigned as part of our daily work. In-class writing must be completed during the allotted time in class, so promptness and consistent attendance are crucial.

Daily Work & Participation: In addition to in-class writing activities, there will be a substantial amount of daily work (such as peer response, homework and response papers, and group work) during the semester. Group activities, including peer response, can only be completed during the allotted time in class, so they may not be made up at a later date (even for an excused absence). Homework is due at the beginning of class.

Course Grade: Penalties for excessive absences will be deducted as described in the “Attendance” section. Late work will be penalized as described in the “Late Work” section. Otherwise, your final course grade will be determined by the following:

| | |
|---|-----|
| Genre Analysis | 20% |
| Collaborative Genre Analysis of Service Writing | 20% |
| Review of the Literature for Final Article | 10% |
| Final Article | 30% |
| Daily Work & Participation | 20% |

A= 90% to 100%

B= 80% to 89%

C= 70% to 79%

D= 60% to 69%

F= 0% to 59%

Attendance: Because this course emphasizes writing as process and as collaborative activity, attendance is essential. During the group project, your classmates will rely on you to participate in the process of completing it. Class exercises and peer review activities (generally worth 10-20 points each) cannot be made up at a later date, so numerous absences will affect your overall course grade. After a fourth absence, each additional absence will also result in a penalty of one full letter grade subtracted from your final course grade. For an absence to be excused, bring proper verification (written documentation approved by me) for illness, emergency, or university-sanctioned activities. Perfect attendance merits the addition of 20 extra-credit points to the daily work score.

If you are more than twenty minutes late for class, you will be counted absent. If you are habitually tardy, your participation score may be lowered at my discretion. Absent students will be responsible for finding out what material was covered and what assignments were made in class. Please obtain such information from a reliable classmate.

Late Work: Late work that is not excused before its due date will be penalized by one full letter grade for each day it is late (excluding weekend days). Assignments, including drafts, are due at the beginning of class. Work turned in after the beginning of class may be penalized by 10% of the maximum possible points. Computer and printer problems are not an excuse for turning in late work, so draft and print well in advance.

Conferences: Because this course emphasizes writing and revision, we will hold a set of mandatory conferences. Instead of meeting as a group on those class days, students will meet with me to discuss their group projects. Since the conferences replace a class meeting, missing a conference counts as an absence. In addition, students are always welcome to meet with me individually during office hours.

Plagiarism: In accordance with English Department and University policies, “Any teacher who discovers an act of plagiarism—‘The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation as one’s original work’ (*Random House Dictionary of the English Language*)—has the right and responsibility to impose upon the guilty student an appropriate penalty up to and including immediate assignment of the grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office.”

The best argument against plagiarism is that you cheat yourself out of the education you are here to obtain when you copy someone else’s work. If you believe that a specific instance in your writing might constitute plagiarism, please consult me prior to turning in the final draft.

Students with Disabilities: If you have a documented disability and want to receive appropriate accommodations, contact the Coordinator of the Office of Student Disability Services (581-6583) as soon as possible.

English 3001: Course Calendar (Spring 2004)

This schedule is subject to additions and changes at my discretion. Assignments are due on the date that they are listed on the schedule.

- 1-12 Course Introduction
- 1-14 *Everything's an Argument* Chapter 1; "The Joy of Women's Sports" (482-88)
- 1-16 *Everything's an Argument* Chapter 2; "Colleges to Consider Fairness of Cutting Men's Teams . . ." (489-92) and "Dropping Men's Teams to Comply with Title IX" (494-96)

- 1-21 *Scenes of Writing* Chapter 1, 1-23
- 1-23 *Scenes of Writing* Chapter 1, 23-47

- 1-26 *Everything's an Argument* Chapter 3 and "Product Placement in Movies—Is It Really So Bad?" and "Getting Product Placed in Film and TV" 511-18; Response Paper due
- 1-28 *Scenes of Writing* Chapter 2, 48-73
- 1-30 *Scenes of Writing* Chapter 2, 73-97

- 2-2 *Scenes of Writing* Chapter 6, 271-86; *Everything's an Argument* Chapters 4-5
- 2-4 *Scenes of Writing* Chapter 6, 302-19; *Everything's an Argument* Chapters 6-7
- 2-6 *Everything's an Argument* Chapter 8 and "Teachers' Classroom Strategies Should Recognize That Men and Women Use Language Differently" 595-601; Response Paper due

- 2-9 *Scenes of Writing* Chapter 3, 99-124
- 2-11 *Scenes of Writing* Chapter 3, 124-45
- 2-13 **Genre Analysis draft due for peer response**

- 2-16 **Genre Analysis due;** *Everything's an Argument* Chapter 9
- 2-18 *Everything's an Argument* Chapter 10
- 2-20 *Everything's an Argument* Chapter 12

- 2-23 *Scenes of Writing* Chapter 4, 148-62
- 2-25 *Scenes of Writing* Chapter 4, 162-82
- 2-27 *Scenes of Writing* Chapter 5, 187-97

- 3-1 *Scenes of Writing* Chapter 5, 198-219
- 3-3 *Scenes of Writing* Chapter 5, 219-28 and Chapter 10, 521-37
- 3-5 *Scenes of Writing* Chapter 6, 231-44

- 3-8 *Scenes of Writing* Chapter 6, 245-70; Response Paper due
- 3-10 *Scenes of Writing* Chapter 6, 271-95 and 320-32
- 3-12 *Scenes of Writing* Chapter 7, 334-47

- 3-22 *Scenes of Writing* Chapter 7, 348-82; Response Paper due
- 3-24 NO CLASS; Work on Service Writing Project/ Research Day
- 3-26 NO CLASS; Work on Service Writing Project/ Research or Drafting Day

- 3-29 *Scenes of Writing* Chapter 7, 384-408
- 3-31 **Service Writing Project due for peer response**
- 4-2 **Service Writing Project due;** *Everything's an Argument* Chapter 18

- 4-5 **Service Writing Project: Oral Presentations;** *Everything's an Argument* Chapter 20
- 4-7 **Oral Presentations Continue;** *Everything's an Argument* Chapters 21-22
- 4-9 NO CLASS; Required Conferences in 3851 Coleman

- 4-12 NO CLASS; Required Conferences in 3851 Coleman
- 4-14 **Literature Review draft due for peer response**
- 4-16 **Literature Review due;** *Everything's an Argument* Chapter 17

- 4-19 *Scenes of Writing* Chapter 9, 469-86 and 509-12
- 4-21 *Everything's an Argument* Chapter 11
- 4-23 *Everything's an Argument* Chapter 15

- 4-26 *Everything's an Argument* Chapter 19
- 4-28 **Final Article draft due for peer response**
- 4-30 **Final Article due**